

Backgrounds of Youth

LYMAN BRYSON

THE "problem of youth" is very much in the foreground of thought these days. But it has also a background, and we shall not understand it fully unless we see it in this perspective. For one thing, it is a very old problem—of all our human problems, second only to the "parent problem" in point of antiquity. Because we are constantly making the mistake of supposing that our "problems" come out of the immediate situation confronting us, we are likely to think we have a youth problem because we have a depression or some other major nuisance. But compare what we are saying today with what parents were thinking twenty, or even ten, years ago, and you will see that this is not its major cause; it does not arise entirely out of economics.

We want heirs, heirs not only of our family traditions and our personal values, but heirs who can, when the time comes, take over our professions, our industries, our trade and financial order, our arts and sciences—in fact, our whole civilization. The future of that civilization depends very largely upon how well these heirs are trained for their responsibility and how sympathetic they are toward their inheritance when at last they get their hands upon it. It is an old educational principle, subject no doubt to some modern criticism, that, while he is still young, an heir should be trained by participation, that is, participation under guidance. This is necessary not only that he may be taught the needed skill but

also that participation may provide for him a sympathetic understanding of his future role.

I am, if you will, an anti-revolutionist—one of those who believe that no great break in civilization is ever fully successful. I believe that changes which are violent and sudden always cost a great deal—in nearly all cases more than they are worth—which is another way of saying that the same improvements could have been achieved at lesser cost, if more time and care and thought had been put into achieving them. No doubt the world must be created afresh for each new generation. But I doubt if it can ever be so created except out of the well understood materials of the past, even if, after thorough understanding and honest analysis, these may be rejected. A most important social value is the balance between continuity and necessary, desirable change.

These two considerations are, I believe, more or less constant elements in the background of our concern for youth. But there is a third consideration which does introduce something new into that background. It is only fair to young people, especially those just out of high school, who, on the whole, constitute the most bewildered group of youth today, to remember that they are the product of the most socialistic and paternalistic institution this country has ever created, even in this most socialistic and paternalistic stage of its development. Up to about 1929 the development of public schools in America had gone farther in taking care of a

These articles are based on a symposium held by the Child Study Association on January 9, in which all the contributors, with the exception of Mr. May and Mrs. Gruenberg, were participants. Since the future of youth is really the future of the whole world, it would never be possible to come to conclusions about it. Each speaker, therefore, considered the question from the point of view of his own experience. And their discussions suggest the many angles from which the problem must be—and is now being—approached.

large group of our population than anything we had ever done—and quite rightly.

More people than ever before were still thinking about those young people, about what was going to happen to them, what should be done *for* them, what should be done *with* them. Yet these young people, who are the finished products—and the victims—of this extraordinary concentration of care and attention, have been turned out into the world at the very time when we have less use for them and less place for them than ever before. The contrast is marked; it is unique. It is one situation which neither youth nor its elders have ever faced before.

We cannot expect these young people to understand the very difficult job we adults have on our hands if they are homeless and lost in a civilization that has no place for them. They are not going to care what becomes of such a civilization; and we cannot expect it of them. From an entirely selfish standpoint, then, those who now possess the world must look with an anxious eye upon a young generation which, through no fault of its own, is being turned more or less into a group of rebellious outsiders. Just how much this is so, to just what degree the youth of today feel that they are being shut out from

normal participation and learning in the world as it is, is a question for which we have, as yet, no complete answer. But there can be no doubt that instead of rebellious outsiders we would, for our own sake, much rather see the younger generation become thoughtful, even if deeply critical, allies in the reconstruction of society.

There are many who are no longer young (and in whom such youthful indiscretion has a slight flavor of indecency) who today are rushing to remedies that are much too simple for difficult problems. In one ironic sense it is not true for the younger generation to say that it has no responsibility in the present world. As a matter of fact, a good deal of popular thinking now has the vices of youth, if not its virtues. It is hasty, unhistorical, and reckless. Youth has always loved simple hard formulas and action. This is a time when simple hard formulas are particularly dangerous, when even the power of faith is dangerous, although it is needed. This sick society can use the enthusiasm and power of the young. That they need our wisdom is not for us to assert but rather to prove to them, if we can. Certainly the future requires that they shall not feel homeless in their own time.

The Dilemma of Youth

One young writer summarizes the position of youth by saying: "... our generation found itself shoved out into a world being blasted by a hurricane."

MARK A. MAY

THE normal sequence of events in the life career of American boys is first school, then employment, then marriage and a new family. The same culture pattern applies to girls, except that until recently employment was not a prerequisite to marriage. The usual school age for the masses is from six to eighteen; the age of the first job is sixteen to twenty, and the marriage age is from twenty to thirty. Any break in this culture sequence that affects a large

proportion of youth for a long time is certain to have consequences of major significance.

A major break now has occurred. I am told that there are in the United States from three to five million young men and women between the ages of sixteen and twenty-five who are out of school, unmarried, and unemployed. This represents from a fifth to a quarter of the entire population of that age range. It has also been estimated that the length of this break ranges from one to five years, with quite a large number—perhaps a million—who have for four or five years been out of school and ready for steady

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jobs, but who have, at best, received only part time or temporary employment.

If it is true that the normal life sequences of as many as one-fifth of the population of American youth have been blocked or interrupted for more than one or two years, we are faced with a situation that requires serious consideration. So much, however, depends on the facts that an attempt should be made to see what they really are. The 1930 census furnishes the only statistics that are nationwide in scope. When that census was taken there were in the United States about twenty-two and a half million persons (the exact figure is 22,422,493) between the ages fifteen and twenty-four inclusive. Of these, about seven million were in school; about eleven million were reported as having a gainful occupation, but one million of them were unemployed at the time the census was taken. Thus, in 1930, seven million were in school, ten million were at work, and five and a half million were out of school and not working; but of this number probably not more than two million were persons able to work and looking for a job. These figures, of course, include both sexes, all racial groups, and groups in urban and rural areas. When the figures for males and females are presented separately we find that a large majority of the six million out of school and not working are girls, many of whom are married. The number of boys between the ages of fifteen and twenty-four who were out of school and not gainfully employed in 1930 was approximately two million.

Since 1930 the situation has changed markedly both in respect to unemployment and to the number in school. High school enrollments have risen from 4.4 million in 1929-30 to 6.7 million in 1934-35, an increase of fifty-three per cent. This increase, however, has been concentrated mainly in the age groups of fifteen to nineteen. The proportion of this group who are in school increased from about fifty per cent in 1930 to seventy per cent in 1934.

This increase in school enrollments, however, is more than offset by decreases in employment. In 1930 the Federal Reserve index of factory employment was ten per cent below normal. It is now approximately thirty per cent below normal. Since it is generally agreed that the younger age group is more adversely affected by unemployment than older groups, it is not unreasonable to guess that the total increase in unemployment in the age group from twenty to twenty-four is greater than the total increase in school enrollments in the age group from

fifteen to twenty. Hence the total number of young people between the ages of fifteen and twenty-four who are not attending school and not working is about the same today as it was in 1930, with the difference that a far greater proportion is now past twenty years of age. It thus appears that there are now at least two million young men and at least one million young women between the ages of eighteen and twenty-four who are out of school and unemployed and who, under normal conditions, would be at work.

Facing Closed Doors

THE FLIGHT of these young people would not be regarded as serious if the condition were only temporary. A brief time gap between the end of school and the beginning of employment is to be expected. The situation becomes critical only when the idle period extends over a year or more, with no prospects of employment in sight. Unfortunately, we have only a few facts bearing on this point.

A recent survey in the city of Meriden, Connecticut, shows that of all young men who had been graduated or left school since 1930 and were ready to work, twenty-eight per cent reported that they have never been employed, fifty per cent reported part time or temporary employment, and twenty-two per cent reported employment. From such meager reports we infer that the time gap imposed between school and employment is now from one to five years.

These three million young people who are out of school, unmarried, unemployed, and seeking work find themselves in a very perplexing position. They have grown up in the belief that the normal course of events is schooling, employment, marriage and a new home. But they find that their life careers have become suddenly blocked. The society that standardized this procedure now fails to provide the opportunities for following it through. The doors to the world of business and industry are closed. Many would be willing to work as apprentices at a very nominal wage or even without wage if the experience thus gained would place them in line for steady jobs later on. But the apprentice door, through which thousands of youth have entered into an occupation, is now closed. The channel of working up from office boy or from some other very humble post is also closed by the sudden halt in the procession of promotions. Vocational and professional schools are full

to overflowing and are already producing more graduates than they can find places for. Even the army and navy have drastically limited recruiting.

This wholesale blocking and thwarting of the dominant life impulses of youth is bound to result in the increased accumulation of emotional drives toward finding a place in the world. Since there are fewer and fewer outlets through normal channels, there is real danger that these strong life currents will either break out in unexpected places resulting in mass action with disastrous consequence, or that they will be turned back upon themselves and repressed with equally dire results. It appears, as I will show later, that the latter is happening.

The fact that these young people accept the social philosophy on which our present industrial system is based and are trying to solve their problem within the framework of our culture patterns forces them to make some difficult decisions. The questions or dilemmas that they must face are, of course, great in number and often complex in nature. I have selected for discussion three that are quite common but very crucial. They are first, "Shall I leave home or remain at home and idle?" Second, "Shall I get married even with no job in sight?" Third, "Shall I continue in school?"

In our culture, young men—and women also to a limited extent—are expected to leave home shortly after finishing school. This is more true of the urban than of the rural population, for the reason that the farm provides work and hence a place for grown children. Relatively few urban homes are equipped to handle children of working age, especially if they are unemployed. Difficulties arise not only from the sheer limitations of space but, more fundamentally, from the fact that the patriarchal family patterns of human relations are hard to apply to grown children who feel that they have graduated from parental dominance. Here arise no end of conflicts of the type that fill pages of psychiatric literature.

Those who elect to remain at home are likely to be faced with other dilemmas that extend beyond their immediate families. The machine age offers to these young people many alluring invitations which they cannot accept. For example, they would like to own their own automobiles and not be dependent on the family car, if perchance there is one. They want to go to the movies, to theaters, to dances, to parties, and on summer vacations. They want to dress in the latest styles, frequent tansorial and beauty parlors, and make themselves physically attractive. The stage

is all set for getting new experiences, for thrills, for making new acquaintances, for experimenting with life in many ways. But, like the water in the myth of Tantalus, it recedes when they stoop to drink. It is always just out of reach. The situation is made all the more tantalizing by commercial advertising of gadgets and thrill-producers which are aimed mainly at youth.

An increasing number is choosing the other horn of this dilemma by leaving home. Many of them go out seeking employment. Others leave because they feel that they ought not to remain and add more expense to the already overburdened family budget. Still others are obeying the demands of the culture and are leaving the parental roof because they have arrived at the leaving age.

The proportion of youth who are unemployed, unmarried, out of school, and living away from home is unknown. The 1930 census reports about two million lodgers but fails to give their ages or sex. Recent reports from Washington indicate an increasing army of transient youth who are aimlessly traveling the country by any cheap and convenient means available. This army of transients includes many who are over twenty-four years of age, but unofficial observations and reports indicate that a large majority started on the road before they were twenty-four. The Federal Relief Administration now maintains Transient Service Bureaus in all the principal cities. Here temporary shelter and food are provided. Related to this service are some two hundred and fifty camps for transients. The rapid increase in the number of these camps and in the total camping population indicates not only the growing nomadic tendency of the population but reveals also the increasing proportion of youth who are leaving home.

Delayed Marriages

A SECOND important dilemma of youth is the marriage problem. During the past five years the marriage rate has certainly declined. The accumulated deficit of marriages now amounts to about three-fourths of a million. At least half of this deficit occurs under the age of twenty-five. Thus there are today as many as half a million single young men and women who, under normal conditions, would be married. An interesting side light on this situation has recently been pointed out. Men tend to marry women who are younger than they, and the older the men the greater the discrepancy in age be-

tween them and their wives. This means that the three or four hundred thousand young men who, during the past five years, have postponed marriage will eventually be looking for women who are younger than those now eligible. It appears, then, that women who, during the past five years, were at the marriageable age but still remain single will find marriage increasingly improbable.

This wholesale postponement of marriage will produce still further dilemmas in respect to sex. The great bulwark in American culture against sex promiscuity has been the promise of marriage, a home, and a family. The longer marriage is put off, the greater are the sex tensions, with control becoming increasingly difficult. Even under prosperous and favorable economic conditions our culture has delayed the marriage age about as long as it is biologically possible. Now that additional delays are imposed without at the same time making adequate provisions for positive sublimations of the sex drive it is not unlikely that illicit sex practices and perversions will increase. This situation is further complicated by the recent emancipation of women, one aspect of which is relaxation in home protection of adolescent girls.

It will be recalled that since 1930 high school enrollments in the United States have been increased by nearly two and a half million. At least that number—and perhaps many more—have temporarily solved their problem by remaining in school. It is quite natural that this should be the case because the school is the only agency provided by society to handle the problem of employment among young people. The question is the extent to which continuing in school really solves the problem.

There is an increasing body of evidence indicating that the youth who in normal times would be employed, but who now continues in school in the hope that his chances of finding work later on will thereby be improved, is doomed to disappointment. One striking bit of evidence is the fact that the storm of unemployment which swept the country from 1929 to 1933 levied a toll from the educated which, in proportion to their numbers, was quite as heavy as from the uneducated or poorly educated worker. The recent reports of the Federal Emergency Relief and Civic Works Administrations have revealed the serious condition of a large population of unemployed persons who belong to the professional and so-called "white collar" classes. Most of these persons are high school graduates, a large fraction are college graduates, and many hold professional and advanced

degrees. Among them are teachers of all varieties, nurses, dentists, physicians, artists, musicians, actors, engineers, architects, writers, accountants, librarians, salesmen, inspectors, managers, skilled workers, and specialists of all kinds, not to mention the thousands of clerks, stenographers, and low-salaried office workers. Many of these have been graduated recently from high schools, colleges, and professional schools and have never been employed in their chosen vocations. . . .

It seems unlikely that, for the present at least, the basic dilemma of youth will be solved in a substantial or permanent way by resorting to the simple expedient of continuation in school unless fundamental changes can be made not only in the curricula but in the organization of the public secondary schools. Meanwhile we continue in the blind faith that it is better for young people to attend school than to loaf in idleness in the community, even though what they learn or absorb at school has little or no relation to their probable future careers.

Where Do We Go from Here?

THE PICTURE that I get of the dilemma of unemployed youth is that of someone who is "all dressed up with no place to go." When five million youth have been brought up to believe that success in life depends on their individual abilities to compete with their fellows in a system that awards its greatest prizes to those who come out on top, and when these young people are then suddenly informed that the game has been postponed on account of rain in Washington or snow in Wall Street, it is unlikely that they will sit calmly on the sidelines waiting their turns. The fact that amazes me most is the pathetic confidence that these young people seem to have that the depression will soon be over and that industry will resume its late demands for their services. They cling tenaciously to the idea that the major satisfactions and values of life are based on their abilities to compete successfully in business or industry. . . .

I am convinced that the danger in the present situation is not that these five million youth will start a revolution or a new political party but that they will stagnate emotionally, lose their driving force, and become wards of their communities. After a few months or years of enforced idleness they will soon learn to adjust their lives to whatever fate may befall them. Some of them will go insane, others will defy

society and embark on a criminal career, a few will commit suicide; but the greatest proportion will manage some temporary solution of their inner conflicts and continue to drift aimlessly in their communities.

As the ranks of this army of unemployed youth increase and the normal channels of outlet decrease, we are rapidly accumulating what appears to be a surplus population that is both unneeded and unwanted. It is this population which commits most of our crimes, fills our prisons, and fights our wars. Is it possible that crime and war are their major social functions? If not, what then *are* their positive social functions? What places in the present social order can they adequately fill? This is really the crux of their dilemma.

What can be done about it? We anxiously await the answer to this inevitable practical question. Obviously the federal government is the only agency that can do anything immediately and on a wide enough scale to dent the situation. The government is already providing for nearly a half million unemployed youth. About 250,000 are in CCC camps, 100,000 are in colleges on FERA work scholarships, an unknown number are on FERA relief rolls or attending FERA community colleges, and approximately 50,000 are in transient camps.

These provisions, useful and worth while as they are, are wholly inadequate to meet the larger problem which is not, as has already been indicated, a problem in the prevention of hunger and physical depriva-

tion, but one of relief from a critical situation. If I mistake not, these young people do not want charity, poor relief, or even made-work. I suspect that the more thoughtful ones would resent being uplifted or even provided for. All they ask is a decent break. They want opportunities of the kind that have been promised to them—opportunities to engage in activities that are immediately beneficial and vocationally useful. The problem, therefore, is to get them engaged in educational, recreational, and work projects that are beneficial and worth while both to them and to their communities. They want positive social functions to perform that are vitally related to life as it exists today.

Whatever the government may decide to do, if anything, it runs the risk of providing only another emergency or stop-gap program. The government can, however, if it will, sponsor a plan for community projects of an educational and apprenticeship nature in which the service of at least two million youth could be engaged. Such projects could be planned to provide types of experience that would be useful in securing permanent employment. Whatever the plan may be, care should be taken to see to it that it is not *just* made-work relief designed to hold youth down for a little while longer.*

* Author's Note: Since writing this article I have read P. M. Martin's stimulating pamphlet entitled *Prohibiting Poverty*, published by Farrar & Rinehart, New York. It contains a plan for utilizing the services of all young people between the ages of eighteen and twenty-six.

Training for Business— An Executive's Point of View

The world's work increasingly demands "man-power" and a broad knowledge of economic and social forces, as well as of specialized techniques.

I. EDWIN GOLDWASSER

WHEN the business man attempts to look into the future of the young people who come to him for employment he must begin by assessing the present. He asks: What has business to offer the presentday college graduate? What are its demands, its requirements? What is the equipment of the college-trained applicant? To

what extent is it an asset in business? To what extent a liability? In his adjustment how can we—as business executives, as college professors, and as parents—aid him?

Let us begin by considering the last two questions. Parents can help. I wish, for instance, that space permitted a discussion of the proper use of the college

vacation. This phase of the problem does not, however, lend itself to the formulation of general principles. The type of aid for which we must look to parents is conditioned so largely by the needs of the individual that all we can do here is to urge upon them the necessity of understanding each individual, his ambition, his equipment, and his opportunities.

College education is, however, subject to more general standards. In education, as in other fields, I believe in the specialization of social functions. But I do not think that specialists in education, any more than specialists in medicine, are miracle healers. I believe that their performance is limited by the material upon which they work. I believe that specialization implies skill in a given field, but does not exclude cooperative assistance from everyone affected. The specialist in education should possess the open-mindedness of true culture; he must have power to shape the curricula and methods within his college organization. He must also be insistent upon the fullest cooperation from the college student, from his parents, and, above all, from those with whom he is preparing the college student to work.

Why is it that the problem of the college youth in business seems to take on added importance in these days? Despite the reduction of income which has created such difficulties in college administration, there has been, let us report thankfully, a minimum lowering of standards. If anything, college organization has become more flexible; there has been a steady revaluation of traditional procedure; effort has been made in varying degrees to adapt the college to the changed conditions of the outer world. Have not these changes, however, been too cataclysmic in degree, too rapid in point of time, for the colleges to keep pace with them? In other words, the gap between the equipment of the college-trained youth and the situations to which he must adapt himself has widened, because the times have changed too rapidly for the colleges to keep abreast of them.

What then, in these unsettled days, has business to offer to youth? What does it demand? Can the college-trained youth meet the demand? How can we help?

Analysts of our presentday conditions are careful to point out that restoration of normal conditions in finance, in commerce, and in industry does not mean a return to the unnatural hysteria of pre-depression days. No one who is studying the opportunities which business now presents, or in improved conditions will present, can defensibly state that the

college graduate will be as avidly sought for as in the days when business pirouetted on needlepoints, mounting upward spirally, dizzily, and also shakily. In those still recent days of combinations and mergers and endless chains there was a call for the trained graduate of the schools of business; for ultra-efficient secretaries, who clairvoyantly could anticipate the inarticulate requirements of harassed captains of industry; for statisticians who, undaunted by a multiplicity of ciphers, could calculate the inevitable profits resulting from the latest projected expansion. Executives themselves lived in a stratosphere far above the realities of production, of creation, of distribution. Was it not in many instances true that the less they knew of the tangible bases of their fantastic pyramids the freer they felt in their architectonic manipulations? Practical experience was unnecessary; college-trained youth found a place readily in business, because the business of the day did not call for business training.

Training for the Future

IT is hard to form a considered judgment of what business has to offer youth unless we dismiss from our minds the spectacle of the misconduct of business operations from 1925 to 1930. On the other hand, we must not visualize the opportunities offered by business wholly in terms of the present limitations, which are the aftermath of that mad five years. When business resumes its forward march under the impetus of self-initiated forces and without the artificial and temporary stimulation of governmental priming, it will probably call for the college-trained youth more insistently than ever.

No idea, no plan, no program in the field of business, of government, or of social service has any value beyond that given to it by the man-power to which its execution is entrusted. Business in the new era upon which we are about to enter presents problems more complicated, more delicate than those confronting us, either in the frontier period, or in that of horizontal expansion. For the solution of those problems we shall need a type of training which cannot come from within the field of any individual business. We are passing from a mechanistic phase of our economic development into an organic.

The problems of "businesses" are being welded into one problem of American business, and that problem must be solved in line with the problems of

American finance, American labor, American social progress.

No training, whether it be within or without the college, can *create* the qualities of man-power which business requires. Training in the right direction and of the right kind can *release* the potentialities within the individual just as repressive and inhibitive education can prevent the unfolding of personality. The ideals of the progressive school movement, viewed from the standpoint of method rather than from that of content, have gone far toward adjusting the school to the world for which the school seeks to prepare the individual. We need today a dynamic progressive college movement as expansive and as courageous as is the movement in the elementary schools. One may note, here and there throughout the country, evidences of the beginnings of such a movement.

What are some of the characteristics of this man-power which business requires in the college-trained youth? It asks for self-confidence moderated by modesty. In return it must give due consideration to youth's contributions and must avoid that discouragement of initiative which speedily follows upon unexplained rejections of such contributions. It calls for assurance combined with a readiness to learn. And for its part, business must be prepared to teach. The time has gone when apprenticeship at sweeping out the office is an adequate training for office management. Mere exposure to business conditions is not an educational process. It results either in bewilderment or in a blind following of existing procedure.

Business demands a proper appreciation of the value of accuracy. Averages may pass a student through college, but only the maximum attainable of sheer accuracy will meet the standards of business. It places a premium on loyalty and should seek to be worthy of loyalty by giving appreciative recognition wherever it is due. It is not satisfied with mere activity, however intense, in any piece of work entrusted to the beginner. In order that creative reactions may be stimulated, the fullest opportunity must be given for their unrestrained development.

It seeks continually for those who possess the price-less capacity for independent thinking. In order that that independence be not throttled it should carry on its training by trial and error instead of discouraging new procedures on the basis of past experience. The old dog should be ready to learn new tricks—with, of course, the reservation that there be no

abrupt disturbance of necessary and tried routine. But it might well be said that this theory throws upon business the burden of education. I take it, however, that an educational program of this type should be a part of the personnel division of all large organizations. In return, business has, I believe, the right to ask that college methods respond to the progressive movement in education, at least to the extent of encouraging college students to develop creative, independent, self-assertive, rationalized reactions to the material presented to them.

Business training is not completed merely by teaching the beginner what to do and how to do it, although technique and subject matter are important. Training in business must include encouragement in how to think about and through a job. So also, though college training must certainly include a mastery of subject matter and the acquisition of certain techniques, it must also give opportunity for the development of thoroughness in research, courage and independence in thought, and, above all, purposeful and intelligent curiosity. All this may call for change in college teaching. I am confident, however, that there are centers where such procedures have been accepted as worth-while ideals and where earnest efforts are being made to realize these ideals. The challenge which business presents to the college will be met when such centers become the norm rather than the exception.

New Fields for College Study

SO MUCH for the personality which business looks for in the college-trained youth. What does it require by way of information equipment?

The business man who is eager to take into his employ a college graduate, whom he may develop to become a valuable part of his organization, asks that the college shall give to its students some contact with procedures and trends in the economic world, some knowledge of their nature and history.

For illustration, I select three topics, one from each of the major divisions of our economic structure: In industry, what are the advantages and disadvantages of expansion through mergers based on the theory of horizontal accretion, as contrasted with growth along the line of the vertical cartel? In distribution, what are the proper fields for the so-called "mail-order-catalogue" houses, for the chain stores, for individual retail establishments? What are the problems com-

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College Training for the Woman of Tomorrow

The president of an experimental college for women discusses ways in which the individual student may be encouraged and helped to work out her preparation for actual presentday living.

CONSTANCE WARREN

FUNDAMENTALLY the problems of college girls and college boys seem very much the same—to understand themselves, their capacities and their limitations, and to understand the world in which they live and their relation to it. But the circumstances under which women live and do their work differ sufficiently from those of men so that a difference in emphasis is important if their college training is to be realistic.

If generalizations are ever safe, it is probably fair to say that women are still called upon to manage family relationships in a more intimate way than men. It is, however, possible that, as our growing knowledge of psychology constantly challenges men to a better understanding of their roles as husbands and fathers, the time may soon come when college men will accept the responsibility, as college women are now accepting it, for an intelligent preparation for family relationships. It is also true that, although opportunities for women to earn their living have increased greatly in the last few years, neither business nor social life yet gives women as wide a view of the world in which they live as it gives men. Moreover, no one can predict whether we will have a return of the kind of prosperity which will lead to a further extension of business and professional opportunities for women or whether increased technical developments may lead to so much surplus leisure that present opportunities for women will be greatly curtailed to provide more work for men.

Certain it is that the depression has brought with it acute problems for the college woman. What shall she do with herself if she cannot find a job? Is she justified in taking a job today if she doesn't need it? If she must return to a small community after graduation, how can she adjust herself to it and

what are her responsibilities to it? How can she manage a job and run a home at the same time? What will be the effect on the family relationship if she contributes equally with her husband to the family maintenance? How can she help her husband to maintain his morale if she is the sole support of the family? These are but a few of the questions which complicate life for the college woman today, and for which solutions may be found neither in the old-line academic training nor in domestic science training.

The problem of the college which is primarily concerned with the training of women is to refrain from insisting that they receive exactly the same training as men to prove that they are men's equals, and also to resist the equally strong temptation to work out *a priori* an ideal training for the ideal woman. The college must be flexible. It must feel its way toward a training which will prepare the student to meet each problem as it arises. To do this it must study her needs and desires—those which she expresses readily, those which she as carefully conceals, those at which she balks, and those of which she is scarcely conscious. It must be prepared to shift and change, as each individual, each group, each college generation presents new problems and new interests. I venture to say that no college has as yet completely thrown off the shackles of tradition with respect to women's education, although colleges all over the country are re-evaluating their work with more or less thoroughness in terms of the present situation. There are also a few colleges which were born recently with a philosophy of education which lends itself to a fundamentally new approach.

Of these, Sarah Lawrence College is one. It is trying to help each student to discover her interests,

her capacities, and her needs, and to give her the opportunity to develop as rapidly as possible from adolescence to maturity. It is also trying to help her to understand the world in which she lives, in the hope that she will then be ready to play an effective part in it. This is a large order. It means a much more highly individualized plan of education than is customary. It means that the student is not fitted into an educational pattern, but that her work is planned by her and her advisers in such a way as best meets her interests, abilities, and needs. She must be working for objectives which are her own, and not for ones which are handed to her ready-made by an omniscient faculty. To find convincing objectives, if one has been subjected for twelve years to a routine college preparatory drill, is not always easy.

Fitting Education to Individual Needs

THE FACULTY feels free to shape each course to the interests of the group, and in addition it encourages each student to undertake more intensive and independent research in any direction in which her own interest develops. In time these special projects may become so much more important than the class work that the latter is suspended or the class broken up into small groups. In other words, the subject matter of the course becomes not an end in itself but a means to the end of the student's growth. The instructor thinks not in terms of ground to be covered but rather of techniques of independent study to be acquired, standards of judgment to be developed, prejudices and inherited convictions to be impartially scrutinized, emotional blocks to be dissolved, self-confidence to be built up, responsibilities to be recognized, and creative ability to be developed.

In this type of education the student's adviser plays an important role. He looks upon all the experiences which come to her in the class room and out as part of her education, acts as a clearing house for all her academic problems, helps her to correlate the work she is carrying in different fields, frequently acts as confidant and adviser in personal matters, helps her to adjust her social life, both on and off the campus, to her work and to any health problems which she may have. The student is treated as a mature person who must arrive at her own decisions, but her adviser stands by, ready to give her every assistance.

The danger of such a training is that it may become highly egocentric. To offset this the content of the

courses must present as strong a challenge as possible to the understanding of the world in which we live today, and to an acceptance of responsibilities in connection with it. Students come to college full of questions. One of our tasks is to help the student to find the particular medium or group of media through which she may best obtain her answers. She may be wanting a better understanding of the complexities of marriage and find it through a study of social or child psychology, through literature, economics, or the biological sciences. She may desire a clearer understanding of racial differences. She may find her answer through history, anthropology, psychology, or literature.

The most realistic academic work still remains academic. How to translate it into terms of actual experience for undergraduate students is a challenge. In an effort to teach through other experiences than books the possibilities of the environment must be explored. Students interested in writing have had experience in New York publishing houses as part of their college work; students of sociology work regularly in clinics or settlement houses each week and study at first hand housing conditions, recreational facilities for children, juvenile courts, and the problem of the assimilation of racial groups in a large city; students of economics study business organizations at first hand; students of child psychology work in our own or neighborhood nursery schools. These are undoubtedly steps in the right direction, but we are still confronted by the fact that students who have never earned fifteen dollars a week or attempted to live on it are studying business and labor conditions and forming opinions about them. Some boys have knocked around the world a bit and have had the experience of earning their living before entering or during college, but this is true of comparatively few girls. The problem of education by other than purely bookish methods for them is still not satisfactorily solved.

One may well ask where is the faculty which combines the scholarship, the flexibility, the interest in human beings, and the educational philosophy for such work. I admit that such teachers are rare; but it is also true that this method of education, with all its drain upon the interests and energies of the instructor, brings results which are sufficiently convincing to attract to it men and women of this type. For their proper functioning it is essential that each is working with sufficiently small numbers to make

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The College Graduate's Prospects

Although a college degree is no longer an "open sesame" to employment, for young men and women with ability it still represents a kind of training and experience which is an asset in a difficult world.

MAX MCCONN

THE problem of the college-trained man in these days of depression has been to college officers a source of much anxiety and of some searching of souls. When so many of our graduates cannot be placed in business or industry, when so many are stepping out at commencement all dressed up in caps and gowns with no place to go, are we justified in carrying on, in permitting and inviting still other young men to enter upon four somewhat expensive years of higher education?

My own present conviction is that the answer to that question still can be confidently affirmative. In the first place, we are still placing many graduates right through the depression—not always in very good jobs, but still in jobs. At Lehigh, for example, we have not in any one of the last five years failed to have at least fifty per cent of our men located by September first, and in several of these years we have done better than that and have seen between sixty and seventy per cent placed before the beginning of the next school year. I understand that some colleges have not been so lucky, but, on the other hand, a few at least have done better. In other words, college graduation even under present conditions means something like a fifty per cent chance of finding a place in the world's work—which is a great deal better than the non-college-graduate's chances.

But what of the rest—the fifty per cent or thirty-five per cent or thirty per cent for whom we can find no openings, at least within the first three months after their graduation? Have all their expenditure and effort over four years been wasted?

I draw my answer from the scores of young men in this group with whom I have had contacts during these difficult years. Are they downhearted? Are they pale and wan, crushed and bitter and grim? I think they have a right to be; at least we could hardly blame them if they were. But as a whole they are

not. I have encountered almost no exceptions to this statement. They display most amazing cheerfulness, fortitude, continuing perseverance, and adaptability. In our college slang, they have shown that "they can take it."

What actually are they doing? Well, they are still hunting, of course. Many of them are also studying, by themselves or in schools, supplementing their previous training or branching into new fields. Many have held various temporary jobs of many kinds—common labor, addressing, distributing handbills, clerking in rush seasons, canvassing, collecting, substituting in schools, tutoring, and jobs with the CCC and the PWA. And, because of the fine spirit and active intelligence with which they have encountered these experiences, they have in many cases drawn from them elements of strength, of moral and even of intellectual education, beyond what any college course can provide.

Let me narrate just one case, that of a boy and girl from whom I received my last report about two weeks ago. The girl is an honor graduate of Bryn Mawr; the boy is a graduate of Lehigh, with postgraduate training at Georgetown in preparation for the consular service. They were to be married as soon as he finished, and spend their lives representing the United States in various foreign capitals. Due to the depression, consular agents were being laid off, not taken on. There would not be a chance for the boy in his chosen field for years. What did they do? Well, they both landed jobs in a metropolitan department store, the girl in the art department, the boy selling shoes. They got married on a Friday and started to work on Monday. Their jobs were no sinecures. I am told that for the first few weeks they could hardly stagger up the stairs at night to their tiny walk-up apartment. But they stuck to it for months, until at last the young man got an in-

structorship in a boys' school, and the girl got a research secretaryship with an archæologist in a neighboring university—in which more congenial, if not ideal, work they are now happily employed.

I recite this incident because it is typical of thousands and tens of thousands of others—typical in the catastrophic shattering of happy prospects, typical in the cheerful bravery displayed, typical even in the eventual happy (or at least moderately satisfactory) outcome.

No one who knows colleges and their many faults and weaknesses intimately would think of claiming for them all, or even a major part, of the credit for the generally admirable showing of college graduates in the face of the current calamity. The greater part of that credit must go to some fundamental soundness in our general social complex, which is more powerfully educative than any formal training. But it does seem reasonable to suppose that the colleges—college courses and college activities—have contributed something to this almost universal display, on the part of those whom they have nourished, of

resourcefulness, adaptability, capacity to face facts and situations, and refusal to be intellectually stampered or morally overwhelmed. Just these things are among the goals our higher education has always proclaimed for itself. It would seem we now have evidence that they are in some measure attained.

The depression has deterred many parents from sending to college young men and women who ought not to have gone in any times or under any circumstances—young people whose admirable qualities do not include any high development of intellectual interest or bookish aptitude. In so far as the depression has operated to this end it has been of help both to the young people in question and to the colleges.

For those young people who have the requisite intellectual capacities we can still say that college is good. A college course no longer virtually guarantees employment at graduation, as it once did, but it still greatly augments the chances of employment, and it appears also to enhance the intellectual and moral capacities needed to carry on and find ways out in the face of difficulties.

Education in the CCC

A program, designed to meet an emergency, may suggest new ways of bridging the gap between school and job.

C. S. MARSH

BEFORE discussing the educational problems and possibilities of the CCC let me begin by recalling some facts about the organization which will give the setting of our work.

The Civilian Conservation Corps will complete its second year on March 31, 1935. It has now approximately 1,750 camps of 200 or more men each, and the total enrollment is somewhere in the neighborhood of 350,000. About 300,000 of those enrolled are eighteen to twenty-five years of age.

The purposes of the Civilian Conservation Corps have been stated by Director Robert Fechner, as follows: "The outstanding objectives of this new legislation were the relief of acute distress through furnishing employment to jobless men, the accomplishment of useful work in the forests and parks, the rehabilitation of young men whose morale and health had been undermined by the depression, and the reduction of state relief burdens, through the

payment of cash allowances to men whose dependents were in dire need."

Although the camps are operated by the army, this is definitely a civilian enterprise. There is just about as much discipline in a camp as in a well ordered high school or Boy Scout camp. The men enroll; they do not enlist. The time unit is six months. After this period has expired they may enroll for another six months. The enrollees, almost without exception, at the end of the twelve-month period express their desire for another enrollment. But, at present, this is not often possible.

The Department of Labor selects these men through a nationwide organization. The army clothes and transports them, and is responsible for their housing, feeding, medical care, and education.

The day-time activities of the enrollees are under the direction of the Forestry and Parks Services. Their working schedule is an eight-hour day, five

days a week. Their jobs, in the main, consist of such activities as building roads, making trails in the forest, reducing fire hazards by constructing fire-breaks and clearing brush, and eradicating tree pests.

There are material rewards for this labor. The men receive thirty dollars a month, of which they keep five dollars, while twenty-five goes home to their dependents. They get warm clothes, adequate for the conditions under which they work, and good, wholesome food in abundance. In the first group who went into camp in the spring of 1933 there were many men who were obviously undernourished. I know of one young fellow who gained twenty-one pounds in six months. The average gain is slightly more than seven pounds. There is a physician in every camp, so that the enrollees are under the constant watchful eye of a medical officer.

Counting the Intangibles

SO MUCH for the physical picture. But there are also spiritual rewards. In the first place, here is refuge. Many of these boys, even those who have been graduated from high school, have had no job of any sort for three or four years. They are bewildered and defeated; in the camp they find refuge and companionship. Merely living with a group of two hundred other men—with both discipline and freedom, and the chance for real co-operative endeavor—this in itself is to many of these men a saving experience. In addition, living and working in the woods is giving many of these city-bred boys their first real opportunity to experience the satisfaction of bodily vigor.

Beyond these agents for personality development, we have a flexible educational plan which is carried on through leisure time activities. The Federal Office of Education selects and appoints an educational adviser for each camp. It is his job to devise a program to meet the needs and interests of the men.

Educational effort in the camps is doing a great deal for these fellows. It is, for instance, of some significance that during the six summer months, 2,479 men learned to read and write. During the winter months many more are now in process of learning to read and write. There are library facilities in the camps—newspapers, magazines, usually a radio and a piano. Our records show that during the summer months, April to October, the circulation of library books in the camp libraries was about one and a half million. And to many of these

young fellows, coming from homes of the sort they have left, the chance to browse among several hundred books means a great deal.

Our educational program takes into account job training, as far as we can give it. Men are being trained for all sorts of vocations. Here, for instance, is an old truck with about fifteen boys around it, and a competent man explaining the ignition system to them. That can be done in a tent or on a hillside, as well as in a technical school. Vocational training is thus offered wherever facilities can be made at all available.

There is also a counseling program. The educational adviser in a camp interviews every man about his job experiences. Even those who have had jobs have frequently had very disappointing experiences. Many of them never sat down to consider their own plight, their own fitness and aptitude. We are trying to help CCC enrollees to self-examination so that they can more wisely seek jobs suited to them.

One young fellow was being interviewed by the camp adviser, who was asking him the routine questions and filling out a form. Presently the answers stopped, and the adviser found that this twenty-year-old was sitting helplessly, with tears rolling down his face. When he could control himself, the enrollee said, "You're the first man in four years that has taken any interest in me and my problems, and it was too much for me."

Six hundred of these camps publish camp papers every so often. One I saw recently had a rather elaborate shield on the front page, and its motto was—"We Can Take It." I think it means something when these fellows, after their experiences, can still emblazon across their shield this badge of courage.

What are they getting out of their camp experience? At the very least, a chance to get work, to have something to do. Beyond that, let a letter recently written by one of these men speak for itself:

"A new confidence has entered my being and has renewed old hopes, so that I am confident that they shall be fulfilled. CCC has given me the power of creating things with my own hands. It has helped me create something that shall not only be admired by my generation, but for generations to come. This I have done with my own hands. And each time that I finish a piece of work I have a feeling which must be akin to that of some famous musician when he receives the plaudits of his audience, or a sculptor exhibiting a piece of work to his patrons."

The Question and the Questioners

The individual, whether young or old, sees the future in the light of his own experience in the present and the past.

E. VAN NORMAN EMERY

IT IS frequently wise in psychotherapeutic practice to ascertain the psychological factors which preceded and led up to the formulation of a question in the mind of the questioner—especially when, as is the case with the question of youth's future, the only simple and direct answer would be a most unsatisfactory "I don't know."

Who raises this question? Youth? Yes, perhaps; but not often. The future will always belong to youth. It is his right and his inheritance. It is his in which to achieve. Just as he is influenced by the present, so he in turn shapes the future. The surging vigor of life forces within the healthy youth permits no serious doubt of his future to arise. Hesitancy, doubt, and anxiety are unnatural attributes of youth.

There are, however, youths who will fail to accept the challenge of an unguaranteed future. There are others who will be crushed by the hostile world in their first encounter. Who are these handicapped youths who are lost before the start? Some of them were poorly endowed; nature was not originally kind to them. But most of them were psycho-socially crippled and scarred in their early years. They are not equipped to compete with their kind. They become terrified in the face of a hostile, unheeding world. Their initiative and aggression do not flow easily toward realistic goals. Perhaps initiative and aggression are felt to be sins, or else are shown only in impetuous spurts associated with a petulant expectancy of magical results. Easy continuity is lacking.

Some youths have been brought up on the theme song "You must ask mother first or I'll have to tell your father." Others have danced to the tune "You must not quarrel with those rough boys; they are bad and will hurt you." These are not nursery symphonies that naturally breed youths with initiative, independence, and vigor.

All modern children laugh if asked if they believe

in Santa Claus. This is a story for infants. Yet the Santa Claus myth did not arise from nowhere. It symbolizes a wish deep in animal nature, from the newly hatched robin with wide-open mouth to our modern youth who unconsciously lives out the Santa Claus myth in the overgenerous bounties of his indulgent parents. But Santa Claus visits only good little children who do as their parents wish. For them, success is gauged by the goals and values of the parents. Even Santa Claus does not give without exacting his toll. So such a youth wonders what is ahead for him; what he expects in easy opportunity, assured future, and unearned fame would tax the resources of the most enthusiastically conceived Santa Claus. Yet neither he nor his parents usually know why things don't "break better" for him. How do they "get that way"? Partly because youths may be delightfully human in their immaturity, and partly because they hold tenaciously to those symbols of the parents that they first knew in the nursery. When life begins to be rough and tough these are crippling patterns to retain. Their parents may well ask, "What is ahead for youth?"

But many anxious parents are needlessly worrying about youths who have developed sturdier qualities. At birth the lives of the parents and the child are joined together in a lasting bond. When parents reach the age of forty-five or fifty frequently their best justification for continuing existence is that they have created children and that they believe they can still do much for these children. They wish to retain the belief that their children need them; but at the same time they seriously need their children and their children's children as proof that they themselves have lived and have produced. By the time the baby has become an adolescent all of the more significant experiences in the lives of the parents are very likely to lie in the past. For too many of the middle-aged the future holds little that is throbbingly vital. Frequently life is either a drab diet of the same old thing

served up with a tantalizing dash of sophisticated ultra-modern sauce, or a succession of dyspeptic events, bitter with the disillusionment of lost opportunities, shrinking security, failing vigor, and the ominous future. Their life interest and effective energy are on the ebb. To revivify themselves through participation in the successes and loves of their children is to bring back to life a meaningfulness that is rapidly slipping. Even worry about youth is at least a phantasy about something that is fresh and vital. But the world and life and youth move on too fast. New goals, new values, and new tolerances are emerging. Youth goes strange places, meets strange companions, and comes home with strange ideas. He is not respectful to the traditions for which his parents mourn. Today youth seeks his adventure not in the safe prairies of the West but on the alarming frontiers of new social, economic, and political thought. He and his world dare enter where his parents fear to tread. Much of what he experiences his parents cannot fully comprehend; therefore they think it cannot be right.

Parental Hopes and Fears

THEN TOO there is all parents wish youth to do—all they had prepared for him and planfully enjoyed in anticipation. They had set goals for youth with glorious ends far beyond their own achievement. Now they fail not only in reaching their own goals but also in realizing their goals through him. Parents have always held the secret belief that they alone could solve the problems of youth. Perhaps the errors and battles of their own youth have left them with scant willingness to permit young life to go its own free pace, creating and solving its own problems.

Frequently youths are heard to say, "Life at home is like a funeral. All they talk about is present disaster or the dismal future." In the last few years practically all adults have been either chastened, disillusioned, or crushed. To add to the distress of their hurts and catastrophes, their deepest traditions and unquestioned beliefs have been shattered. New and strange values and truths are being heralded.

"In what am I to believe and trust?" they ask. "Nothing is safe. What will become of our children? What can we do?"

Theirs is an uncertainty indeed. Havoc-making ideas and forces are loose in the land. Power and security-giving authority are passing into strange and

unknown hands. There is no precedent to follow, no proved axiom or philosophy. All is chaos. They are ominously threatened on every hand. In this dilemma, the pain of anxiety is likely to be escaped by hard work or by shifting the worry to someone else. To detach the anxiety from self and attach it to their children is some relief.

Left uncontaminated by the anxieties of distraught adults, the heroic confidence of youth in his future makes it possible for him to dare enjoy the present, while disillusioned adults near and dear to him may be contemplating his future with concern. In many respects this is the old story of succeeding generations. Yet can it be as simple as this? Are not the times hard, threatening, and uncertain? Where will youth find opportunity?

Though parental fears may be unwarranted, that is a fair question. Today opportunity does not greet youth with open arms and welcoming smile. It has become stern and foreboding, a treacherous witch to be courted. Opportunity has ceased to be a gift; it is rather a vague something which has to be discovered, painfully achieved and fashioned. We are in a transitional period, going from the known to the unknown, a period of change in which the tempo has been hastened to a dizzy pace. Our physical, economic, and social realities have never been static; but now they shift as rapidly as black magic.

As to goals, opportunities, and direction of trends in cultural values, fifty years ago no man anticipated where we would be today. Industrial, social, and cultural practices are not evolved by conscious striving toward preconceived goals sharply defined. The significant changes, experiences, and patterns of living have been evolved as an end result of the confused opportunistic living of day to day. Each group and individual redefines his future goals with each significant experience and each momentary change of mood. Each major pain, unhappiness, or injustice produces either a new goal or a redefinition of the old goal. This reshaping of aims to meet changing conditions is the essential difference between a contact with reality and a psychosis. No matter what pain and chaos the last few years have brought to his parents, youth faces the realities of the future with resources that many times exceed those available to his parents in their youth.

To adults, security often seems to lie in holding on to that which they have in money, property, and prerogatives. They are likely to see security for youth in these same values. Up to a point this holds true;

but for youth, with his ever-broadening social circle, true security generally lies in the creative values of love, productive social experience, originally conceived work and ideas. For the adult it is a clinging to tangible values that can be passed on and to known practices of the recent past. For youth it is striving ever forward into a world where the game is starker, the rules, hazards, and gains new and strange.

The future belongs to youth. It is his to fashion. What will he do with it? He faces a different reality

from that which his parents faced in their youth. His parents helped to change life and customs, and have been changed by them in their turn. We cannot halt these forces. Youth needs his fullest resources, a broader tolerance, a keener social sensitiveness, if he is to read his new realities aright and react appropriately. May we facilitate his embarkation by striking an encouragingly optimistic note, and by realizing that this novel and thrilling voyage of discovery is his alone.

Youth Speaks for Itself

Young people, representing a cross-section of American social and economic life, find the world difficult—but are ready to accept its challenge.

TWENTY young men and women, seventeen to twenty-three years old, held a frank mirror to the world in which they are growing up, in the Youth Today Hearing, held in connection with the 1934 Mobilization for Human Needs. A report of this meeting, which took place on October 29 at the Hotel Commodore in New York, has just been published by the nine character agencies which sponsored it.*

Speech was to be really "free," not shaped to "speak the piece" of any organization—and it was. Harry A. Overstreet was chairman of the discussion, which was divided into five sections, covering the job, spare time, friendship and marriage, standards of conduct, and citizenship. Though it cannot be reprinted in full, some of its high spots are so pertinent to this issue of CHILD STUDY that they have a welcome place in its pages.

The Right Job

Chairman: Having left school, having entered the world, do you find it ready to accept you and permit you to follow out the line of work that you yourself would choose?

* *Youth Today*. Published by Community Chests & Councils, Inc., 1870 Graybar Building, New York City. Price \$0.25. The participating organizations were: Boys' Clubs of America, Boy Scouts of America, Camp Fire Girls, Catholic Youth Movement, Girl Scouts, Jewish Welfare Board, Y. W. C. A., Y. M. C. A., and National Federation of Settlements.

Hyman: The question implies that many among the youth of today are being kept from following their chosen line of work. I, for instance, intended to be a teacher; but I wake up today to the realization that there are 75,000 unemployed teachers, and more being fired every day for so-called economic measures. At the same time, we have the greatest war-building machinery the country has ever seen, in order, supposedly, to protect that very culture which is being ripped to shreds because boys are not allowed to teach—to teach the two, three, or four million youngsters who are growing up to illiteracy because schools are shut down. The same thing exists in every field that youth is looking for today. Boys who trained to be architects, and their fathers, who are bricklayers and masons and carpenters, are out of work, while the American people are living in homes that are unfit for human habitation.

Ellsworth: One of the great reasons why a number of young people aren't quite happy in what they are doing now is that they don't know exactly what they want to do. I think their guidance is at fault. When they get out of school their first consideration is to earn a living, and after that to look around and find out what field they want to get into. Most fellows and girls don't really know what they want to follow until they are well along in life.

Frances: There is another side, and that is indus-

ery. How many girls and boys leave school at the grammar school age, and have to go into factories? They really don't choose a factory, but they have to go into it, because they haven't the money for education. Perhaps they could have had guidance if they could have gone to school longer.

Jean: There are many of us who do know what we want to do, but it costs money to study. I want to study music, and it has taken me three years to start honest-to-goodness studying of music the way I had planned I would when I was in high school. There are a lot of us young people who are really and truly supporting families, large families, too, and ours is the only wage.

Hyman: I think that the post-high-school decline, that I have seen so much in the slums in which I have grown up, is the result of disillusionment. We are taught that we have grown up in a land of great opportunity, and when those youths, who have the ability to produce great things, come out of high school and have to do as one of my best friends had to do—work for seventy or eighty hours a week, for seven or eight dollars, to support his family, and find his entire cultural and social ambitions fallen into a hole—it is very disillusioning indeed.

Leisure-Time Activities

HERE was one field in which the participants felt that society was doing pretty well by them. Courses and groups in everything from chemistry to cooking are offered in most of their communities free or at very low fees. Athletic opportunities of all sorts are available in settlements, churches, schools, and other organizations, including even police gymnasiums. These help a lot, but there come times when even these advantages are out of reach—"when a girl's (or boy's) money had to be stretched so far to make both ends meet at home that they couldn't spend a few dimes in carfare back and forth, or pay for dinner in a restaurant when they couldn't go home for a meal."

Friendship and Marriage

BUT when it comes to more intimate contacts than those of organized groups, the opportunities are likely to narrow down to a park bench. They "have no place to go, and no money to go anywhere. Well, the park seems the best place to them under the circumstances, that's all."

The real trouble is not so much in making and

keeping friends of one's own sex. Relationship with the opposite sex is a far more serious problem.

Chairman: You don't like this business of bunching up with a whole group. You want a chance to talk to *him* or *her* quite in private. And the question is, where do you do that sort of thing?

Philip: In the street.

Madeline: Homes are not large enough, especially if there are two or three young people living in the house, each with a circle of friends.

This naturally led to a discussion of marriage prospects. The chairman asked: "In your own experience and the experience of your friends, what would you say is the effect of the economic situation upon the tendency of young people to get married?"

Philip: It prolongs courtship and delays marriages.

Ellsworth: Among young people of my acquaintance who want to get married the tendency is to take a chance on getting married, hoping for the best. If they have any means of existence at all, however poor they may seem, they would rather share what they have than wait a long time. When they do marry, the tendency is for both the husband and the wife to work.

Madeline: In the last four months six friends of mine were married. Of course, it means that both the boy and the girl will go to business for some time. It has meant, too, that the fathers and mothers have helped them in setting up a home or that the girl who had her own apartment took the young man into her home. There was only one case in which the boy and girl set up a new home for themselves.

Evelyn: Couldn't society help us with lower cost housing in communities where young people would be welcome?

Philip: I have jotted down specific points that I think are quite pertinent. First of all, I recommend unemployment insurance—some assurance that a man who is unemployed will have some means of support, and that when we go to work our job will still be there the next day. Second, I believe a lot of people are not getting married because they realize the futility of getting married and having children without having the financial support necessary to bring them up. For that reason I very strongly advocate dissemination of birth control information.

Evelyn: I can back that up by the opinion of some thirty others.

Philip: Third, I believe we should have some definite form of encouragement by the government—let us say the same system that is employed in

Germany and Italy—in the way of subsidizing marriages for couples with a small income.

Mrs. Franklin D. Roosevelt: He fails to note that in those countries they do not both subsidize marriages and have birth control; they subsidize in order to have soldiers.

Chairman: But Philip, you see, is an American. He has a new slant on this thing; he is going to have subsidy as well as birth control.

Evelyn: I think we should be perfectly willing to have our children—but not to turn them over as soldiers. We wouldn't ask for birth control information if we knew that our children would have a fair chance for a good education, and a chance to go ahead and find jobs for themselves, so that they would not be placed in the position that some of us are in today.

Mrs. Roosevelt: Could I ask one question? Do you, as an individual, consider the cost to you in taxation for what you want in the way of social insurances? Now, I am not saying that I don't agree with you, but you as an individual have to pay for them.

Philip: Very frankly, I have never thought of it. My father doesn't pay any taxes, nor do I.

Mrs. Roosevelt: Even if you don't pay a direct tax, you always pay an indirect tax when you pay your rent, when you purchase food, and so on. Are you thinking of the whole problem?

Mr. Newton D. Baker: Does not the advocacy of birth control in order to make early marriage possible really mean that the next generation will be children born to middle-aged parents when they have lost their own youth, and therefore are not companionable and good parents?

Evelyn: We don't want to wait to have children until we have grown old and cannot sit on the floor and play with them. But we want to know that we are not going to have five, six, and seven perhaps, and not be able to give any one of those seven what we could give two.

Principles of Conduct

Chairman: Can young people today really follow an acceptable code of conduct?

Frederick: We who are getting an education find that we are taught certain types of ethics, and then the same instructors turn right around and say, "Well, young man, you can't hold completely to those ethics. You have to think a little bit about practical measures." It is a constant problem to try to make your ethics, your own personal code, which gives you a certain

sort of self-respect, fit with the actual conditions in life, and it is very depressing when we have to humiliate ourselves and break down that code.

John: As long as you have a self-interest motive dominant in your civilization, instead of a service motive, you are going to have this same conflict.

Arnold: It seems to be a problem of providing for material ends without the need of wrapping oneself entirely into that as his aim in life.

Dr. Daniel A. Poling: Do these representative young people feel that the profit motive *per se* in any degree necessarily promotes the moral delinquencies that have been discussed?

John: I have thought about that question for a very long time and I have come to the conclusion that you cannot have the profit motive in any small degree whatsoever and the service motive together. They won't work.

Frederick: The next step is trying to build the service motive into our civilization. But it is right at that point that we are stopped. We don't know where to go. You people out front are supposed to be our leaders, and yet we don't know whether or not we can trust you. We don't know whether you can show us how to build a service motive.

There are various systems of civilization, of government, of society, presented in this modern world—our own method of democracy, methods in Europe that have sprung up lately. Each one of those methods presents to us good points and bad points. I don't know which method is the best for the United States. This perplexity faces us day in and day out. We don't know what to accept as the absolute working principle. Perhaps there is nothing to accept. Perhaps we have got to go along and live the way we are brought up to live, the way we see our parents live. Perhaps that is the only way we can go on.

If that is so, then we will have to buckle down and become like you. But I say—that sounds funny, but it isn't funny—it is a very sad situation. We don't want to condemn you people, though there are some of us who do condemn. We rather feel that you have been shunted off along wrong paths, because you can't help it. Our chief problem is that we do not know what is right, and we do not know how to find out what is right.

Laura: I think that young people are trying to do something for themselves about all these problems. They have awakened themselves to a certain amount of life. At the present time they are possibly crawling more than they are walking or striding forward,

but they are making a very definite attempt to move forward, and not by themselves either. They want the assistance of the older people. We know that we aren't sufficient unto ourselves; we know that we must have your experience.

Social Responsibility

Chairman: Finally, we come to the question of whether in our present society young people are really respected and enlisted in the social enterprise.

Hyman: We have read of the students of France during the French Revolution, and we find many students throughout our own history who have represented the most progressive, the most radical thought. It is the students and the intellectuals, especially those who come from the slums and know just what is wrong, who know that they must find a way out. They are more clear than the middle class students, who must waver because they are a little better off.

Chairman: Do you all feel that young people ought to be enlisted in these burning problems of today?

Evelyn: I should say yes, but I object to the idea that rioting and demonstrations will do it. I think a firmer method of accomplishing what we want to do is by the rather slower educative process, by opening the eyes of the youngster who is going to school, who is growing up to things, to the areas in which he can assume responsibility.

IN REPORTING the meeting at the dinner which followed, Mr. Overstreet summarized it by saying, "All through this experience there was a sheer directness, a sheer sincerity, an utter frankness and fearlessness, and, shall I say, a very profound pathos. Youth is profoundly perplexed, and youth is triumphantly confident, and between the two are all grades of young people who are concerned with the problem that is the great problem of today. . . . The whole spirit of these young people was the spirit of taking this funny, rather sad, rather tragic world on their shoulders, asking us to help them bear their burden, but quite willing to go on carrying that world forward to the kind of world that could make possible the great principles of life in which they all profoundly believe."

My Little Boy

Cents and Sense—the ways of money are strange, but experience teaches its power and its pitfalls.

CARL EWALD

MY LITTLE boy is given a cent by Petrine with instructions to go to the baker's and buy some biscuits.

By that which fools call an accident, but which is really a divine miracle, if miracles there be, I overhear this instruction. Then I stand at my window and see him cross the street in his slow way and with bent head; only, he goes slower than usual and with his head bent deeply between his small shoulders.

He stands long outside the baker's window, where there is a confused heap of lollipops and chocolates and sugar-sticks and other things created for a small boy's delight. Then he lifts his young hand, opens

the door, disappears and presently returns with a great paper bag, eating with all his might.

And I, who, Heaven be praised, have myself been a thief in my time, run all over the house and give my orders.

My little boy enters the kitchen.

"Put the biscuits on the table," says Petrine.

He stands still for a moment and looks at her and at the table and at the floor. Then he goes silently to his mother.

"You're quite a big boy now, that you can buy biscuits for Petrine," says she, without looking up from her work.

His face is very long, but he says nothing. He comes in quietly and sits on the edge of a chair.

From *My Little Boy*, by Carl Ewald; copyright, 1906, by Charles Scribner's Sons. By permission of the publishers.

"You have been over the way, at the baker's."

He comes up to me, where I am sitting and reading, and presses himself against me. I do not look at him, but I can perceive what is going on inside.

"What did you buy at the baker's?"

"Lollipops."

"Well, I never! What fun! Why, you had some lollipops this morning. Who gave you the money this time?"

"Petrine."

"Really! Well, Petrine is certainly very fond of you. Do you remember the lovely ball she gave you on your birthday?"

"Father, Petrine told me to buy a cent's worth of biscuits."

"Oh, dear!"

It is very quiet in the room. My little boy cries bitterly and I look anxiously before me, stroking his hair the while.

"Now you have fooled Petrine badly. She wants those biscuits, of course, for her cooking. She thinks they're on the kitchen-table and, when she goes to look, she won't find any. Mother gave her a cent for biscuits. Petrine gave you a cent for biscuits and you spend it on lollipops. What are we to do?"

He looks at me in despair, holds me tight, says a thousand things without speaking a word.

"If only we had a cent," I say. "Then you could rush over the way and fetch the biscuits."

"Father. . . ." His eyes open very wide and he speaks so softly that I can hardly hear him. "There is a cent on mother's writing-table."

"Is there?" I cry with delight. But, at the same moment, I shake my head and my face is overcast again. "That is no use to us, my little boy. That cent belongs to mother. The other was Petrine's. People are so terribly fond of their money and get so angry when you take it from them. I can understand that, for you can buy such an awful lot of things with money. You can get biscuits and lollipops and clothes and toys and half the things in the world. And it is not so easy either to make money. Most people have to drudge all day long to earn as much as they want. So it is no wonder that they get angry when you take it. Especially when it is only for lollipops. Now Petrine . . . she has to spend the whole day cleaning rooms and cooking dinner and washing up before she gets her wages. And out of that she has to buy clothes and shoes . . . and you know that she has a little girl whom she has to pay for at Madam Olsen's. She must certainly have

saved very cleverly before she managed to buy you that ball."

We walk up and down the room, hand in hand. He keeps on falling over his legs, for he can't take his eyes from my face.

"Father . . . haven't you got a cent?"

I shake my head and give him my purse.

"Look for yourself," I say. "There's not a cent in it. I spent the last this morning."

We walk up and down. We sit down and get up and walk about again. We are very gloomy. We are bowed down with sorrow and look at each other in great perplexity.

"There might be one hidden away in a drawer somewhere," I say.

We fly to the drawers.

We pull out thirty drawers and rummage through them. We fling papers in disorder, higgledy-piggledy, on the floor: what do we care? If only, if only we find a cent. . . . Hurrah!

We both, at last, grasp at a cent, as though we would fight for it . . . we have found a beautiful, large cent. Our eyes gleam and we laugh through our tears.

"Hurry now," I whisper. "You can go this way . . . through my door. Then run back quickly up the kitchen stairs, with the biscuits, and put them on the table. I shall call Petrine, so that she doesn't see. And we won't tell anybody."

He is down the stairs before I have done speaking. I run after him and call to him:

"Wasn't it a splendid thing that we found that cent?" I say.

"Yes," he answers, earnestly.

And he laughs for happiness and I laugh, too, and his legs go like drumsticks across to the baker's.

From my window, I see him come back, at the same pace, with red cheeks and glad eyes. He has committed his first crime. He has understood it. And he has not the sting of remorse in his soul nor the black cockade of forgiveness in his cap.

The mother of my little boy and I sit until late at night talking about money, which seems to us the most difficult matter of all.

For our little boy must learn to know the power of money and the glamor of money and the joy of money. He must earn much money and spend much money. . . .

Yet there were two people, yesterday, who killed a man to rob him of four dollars and thirty-seven cents. . . .

Parents' Questions and Discussion

These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, *Director*—JOSETTE FRANK, *Editor*

My boy of nineteen will finish his sophomore year of college in the spring and talks vaguely of wanting to find a job during the summer. From what I have seen of other boys' "jobs" during summer vacations, I am doubtful about encouraging the idea. It is hard to believe that "jerking sodas" in a drug store, for example, (the only type of thing which seems available) can be very constructive. Then, too, I feel that he is not as mature as many other boys of nineteen and, frankly, I suppose I am afraid that these influences will do him no good. I realize I am feeling a bit on the defensive, especially since his father shrugs his shoulders and says "go ahead." But isn't there something he could do which would be more worth while?

It is a question, of course, of what you mean when you say "worth while." It is unlikely that any job which your son could get during his summer vacation would mean a real toe-hold in the industrial world, or that it would lead to anything concrete in the way of "connections." And whatever money he earned would in all likelihood be negligible too. What a boy (or a girl) gains from an experience of this kind is largely in the realm of character development—and that of course is an intangible and unmeasurable quantity.

It would seem certainly that your son's "vague desire for a job" is an attempt on his part to get into some relation to the real work of the world; to step outside the nursery and to be on his own; to try himself, to measure himself against others who have adult responsibilities. This is an impulse toward growth, away from that very immaturity which you have observed. Is this not the time, of all times, to put away your own fears, to stop "wet-blanketing" his half-baked hopes, and to encourage his attempts to cut the umbilical cord? No man or woman be-

comes mature without taking this step and encountering the dangers, heartaches, and defeats—the successes too when they come—of trying himself against others in the struggle for existence. Culture, travel, human relationships on the polite level have their value, but they can never take the place of these experiences of the starker sides of life and the self-knowledge which comes from having to be worth five dollars a week or be turned out.

"Jerking sodas" may furnish a little of this experience. So may shipping on a freighter, working on a farm, being a file clerk, or, if one is very lucky, working in some department of a friend's father's business (preferably not the father's own business). One boy had the most valuable summer of his life by starting off in June in a very old Ford with twenty dollars, and returning in September with twenty cents plus a brand new spare tire. He had sought his fortune and found it in considerable measure.

Whatever your son wants to do and will take the responsibility for seeing through is of value to him. It is the taking of the responsibility, not the nature of the work itself, which is important; and the impulse which prompts the desire deserves encouragement.

If this seems to be a dissertation on character development rather than a straightforward answer to your question, it is because our present system of excluding the real work of the world from the lives of young people raises devastating problems. With the tendency of our present social structure toward increased hours of leisure and an accompanying postponement of the age of employment, society runs grave risks of curing old diseases only to create new. Child labor, as we have known it, was a bad thing and had to be abolished. Child idleness—the kind of idleness which accords to young people between the ages of fourteen and twenty no responsibility for their share

of the chores of life—is perhaps another evil which challenges our future. Let no one deceive himself that any “system of education” which confines young people in what is essentially a nursery, no matter how “high” the education, and keeps them aloof from the concrete, fundamental experience of keeping body and soul together, will suffice. At adolescence human beings are hungry for contact with truly adult concerns, eager to test themselves, to justify themselves. Any society, as well as any individual parent, which denies this prerogative to youth, courts disaster.

The academic training which boys and girls receive in schools and colleges in economics, history, and even in vocational training, frequently fails to prepare them for the disillusionment which they encounter later on when they come in contact with the real world. Practice teaching under the controlled conditions of a training school is, for instance, very different from teaching in a large school system. So also, the competitive business world is far more impersonal and harsh—and frequently unjust—than the inexperienced young person can possibly imagine. When the time comes for their children to “take the plunge,” many parents ask how it is possible to prepare young people for the inevitable rebuffs of the world, without at the same time destroying their faith and making them callous.

This question seems to imply that the young child's life is protected from injustice, disappointment, and disillusionment. Actually, this is not the case, for even in the most carefully controlled environment children are constantly subjected to these adjustments. Fortunately, in many instances, the child's contact with unfavorable circumstances is not so frequent and not so extreme that he goes down under it. It is the aim of our training to have success outweigh failure; but the equally necessary experience of *some* failure is almost inevitable and rarely needs to be artificially provided. Life itself provides a sufficient measure. It is true that some schools and some homes try to paint only a rosy picture of the world, in order to keep the child innocent and unsullied as long as possible. Realism need not be too gross for the child to bear, but neither should it be glossed over or denied him.

Respect for his own worth is essential if the child is to meet the world with any confidence. He must feel that he has certain abilities or certain capabilities which the world can use. It is true that in these particularly troubled times he may find no immediate

outlet for his special training. This is of relatively minor importance, however, for the person who has something definite to give is less likely to feel defeated, even though his work must be for the time being of a different or even inferior sort.

Moreover, the world is forever changing. Every young person has the right to feel that in some measure it lies within his power to help shape it toward a more just, more equitable, more satisfying social order. An awareness of social change and a knowledge of human drives and motivations should form part of the education of youth. Many schools are extending their social study programs in this direction. The home must, of course, supplement the school in this effort to orient young people regarding the world into which they will soon enter.

I have watched with great interest the various adjustments made by parents and growing children in regard to marriage under very limited financial circumstances. My own daughter and son-in-law, both out of college, and both working, have been married for three years. He has been fortunate in holding his job and she has had fairly regular part-time work. But their very limited salaries have not allowed them to save enough for the wife to step out of her job to have a child, which she very much desires. Feeling deeply that every woman should experience the satisfaction of fulfilling her biological function and the pleasure of having children, I have been concerned as to how this could be made possible for her. Financially, both families of in-laws have all we can do to manage for ourselves and see the other children through school.

There are innumerable situations of the kind that you picture, and they present a grave problem. We shall take for granted that these young people *really* want children. Such couples are the very ones who ought to have children; and for the child too it is a great advantage to have parents who are young and flexible.

But it is not surprising to find some hesitation on your part. Perhaps this is a case where mature parents, recognizing the heavy demands of parenthood, may have unconsciously tipped the balance of their decision toward undue caution. But the fact that you of the older generation are eager to find a solution to the problem, and are truly concerned, even if you cannot help financially, is helpful.

It is true that thousands of children are born under the most inadequate economic conditions, and that

of these children many should never have been born at all. But it is equally true that if parenthood is deeply desired, young people must be prepared to take a chance. If they accept the risks involved, the young woman must be very sure that she has no false pride about availing herself of the provisions of lying-in hospitals and day nurseries, that she accepts whatever aids society does offer as her right. They must both realize what it means to live on bare necessities, and be willing to pay that price, if only for a time. Above all, they must both have confidence in themselves, and in each other.

It is natural to put all the emphasis on the unsound conditions of the present day. But it may help to realize that in Russia many intelligent women are today bringing children into the world under even more difficult conditions than your daughter and her husband face. Enthusiasm for, and faith in, a better future make it possible for them to welcome children, even though they must live under conditions which none of us would tolerate. There is no reason to suppose that Americans have less stamina to live in the difficult present, or less opportunity to work toward a better future.

Suggestions for Study:—What Is Ahead for Youth?

TOPICAL OUTLINE

1. ECONOMIC PROBLEMS YOUTH FACES TODAY

Greater number of partially trained persons increases competition
Economic crisis and depression reduce jobs
Rapidly changing social conditions make for instability
Increase in preprofessional preparation delays independence and marriage

2. WHAT YOUTH EXPECTS FROM EDUCATION

A broadening educational experience under organized and controlled conditions
Preprofessional training
Assistance in the discovery and development of individual interests and capacities
Stepping stone to a job

3. SPECIFIC PROBLEMS OF BOYS; OF GIRLS

Differing educational objectives
Differing life objectives
Differing economic opportunities

PROBLEMS FOR FURTHER DISCUSSION

1. A boy of seventeen has adequate intelligence, but no outstanding talents. What considerations would enter into the decision as to whether he should go to college?
2. In what specific ways could large business organizations and schools and colleges work together to help adolescents prepare for life?
3. Is it ever advisable to interrupt the academic education of an adolescent for a year or more of practical work, even when there is no stringent need?

4. At the present time many well educated and even highly trained young people are forced into semi-skilled, inferior positions. What implications about the value of college training are to be drawn from this situation?

5. In what ways have educational institutions tried to meet changing social conditions? Give specific examples.

6. Should we think of today's conditions as a passing emergency, from which we expect and hope to return to "normal" times; or must we regard them as a transition to a new order which will demand continuing adjustment?

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Book Reviews

Building Personality. By A. Gordon Melvin. The John Day Co., 303 pp., 1934.

This philosophic approach to psychology attempts to find a concept of human personality and human behavior which will lead to the comprehension of *wholes*, rather than the analysis of parts, in psychological thinking. The author attempts to reconcile contributions from the various schools but refuses to be limited to strictly "scientific" facts and theories.

Considering each individual as a self-directing unit derived from the life stream, he defines personality as the sum total of qualities and characteristics of such a unit. He conceives this unit as a vital force, which manifests itself through the physical mechanism of the body and which both influences and is influenced by the environment. The personality must be considered as a unified phenomenon of which the bodily mechanism is one *aspect*. Mr. Melvin warns us against the dualism of the old terminology which attempted to separate body and mind. "We have considered human reactions," he says, "as if they resembled the splash of a stone in water but did not include the ripples which continue in a never-ending line."

The human personality, Mr. Melvin finds, is dominated by a self-directing quality which he calls "the self-directing I." It may, however, be dominated at times by other aspects of the personality—as in sleep or overwhelming emotional states. This ability or power of choice—which involves in turn the power to dominate the environment—is, according to Mr. Melvin, the dividing point between animal and human personality. (In this, of course, he differs markedly from the behavioristic group.)

After explaining his concept of personality, the author proceeds to consider the processes through which it functions. Here follows a discussion of intelligence, habit formation, learning, purposing, controlling, integrating, imagining, and so on, in which he attempts to re-evaluate the contributions of the various psychological schools and to relate them to his basic concept of the nature of personality. The discussions of intelligence and learning are especially illuminating.

This book is undoubtedly important as a piece of original thinking and as a courageous attempt to escape from the type of hair-splitting discussion which has so nearly obscured the real function of psychology. None the less, at times it seems to beg the question by postulating concepts by no means generally accepted in philosophical or psychological thinking. Then too, a certain tendency to set forth in a rather superficial manner the ideas of other psychologists may be due to lack of space—or lack of real understanding.

On the whole, however, this is a serious and independent study which will challenge the attention of anyone who is interested in following the author in new paths.

H. G. S.

The Child—His Origin, Development and Care. By Florence Brown Sherbon. McGraw-Hill Book Co. 707 pp., 1934.

Professor Sherbon here makes a real contribution in the organization of information from widely diverse fields of science and art into a coherent and simple whole. The book should fill a real educational need for the person who wishes to see the problem of child care in some sort of perspective, who also needs practical advice on the how and why of physical routines, management techniques, and proper equipment, but who is necessarily limited in time and library facilities. The excellent bibliographies at the ends of the chapters should make further progress easy for those who have more time and greater resources.

Beginning with a careful discussion of what is known of the origin of life and evolution, the book progresses through an interesting summary of the biology of heredity, the evolution of the reproductive system, the anatomy and physiology of human reproduction, the normal patterns of love, courtship, and marriage, and the physiology and hygiene of pregnancy and birth.

From this point on the book begins to deal with the child and turns to practical aspects of routine, equipment, diet, growth norms, and the like. The last section is devoted to mental development and personality. The general advice on management is

good, though possibly a little too sure that good practice always produces expected results. The discussion of behavior problems is sane, though not profound in its analysis of fundamentals.

To cover a field of this scope is a large undertaking. Although the result is not uniformly good, it is remarkably successful, considered as a whole. The wealth of documentation from excellent sources would suggest that the accuracy of the scientific information is beyond question. The well planned organization makes this information available to many to whom it would not be easily available elsewhere.

H. G. S.

YOUNG PEOPLE'S READING

THE perennial question "When is a child grown up?" must perforce be answered by libraries, at least, so far as reading is concerned. In the New York Public Library, for instance, the sixteenth birthday (or entering the fifth term of high school) is the open sesame to the adult library shelves. As a guide to this new world, the New York Public Library each year publishes a list of *Books for Young People*. This list is prepared by the Book Committee for Young People, a group whose interest in and sympathy with young readers is apparent throughout their lively and stimulating selections. Though parents are not obliged to limit their children's reading by age and grade, they and their children will find this list rich in suggestion.

The question of the child's literary coming-of-age remains a vexing one. Up to a certain point his reading needs seem to be amply met by those pleasant and eminently suitable books which the publishers designate as "juveniles." From among these we may select our child's reading carefully and with visible success. Comes a day, however, when even the most carefully spoon-fed young reader discovers that the current best-seller on his parents' book table is an interesting addition to his literary diet.

Here is a challenge for the conscientious parent. Shall we wave a gesture of open invitation toward our own bookshelves? Shall we tuck away on unreachable shelves those books which deal with life's starker realities? Or can we help youth find his way in this vast world of books, help him learn to select and discriminate among them?

To begin with, there are those so-called "classics" affectionately remembered from our own youth.

Most of these, as we know, were never intended as juveniles. George Eliot, Dickens, Thackeray, Meredith addressed adult readers; Swift wrote with a subtle sophistication hardly suitable for children. Yet here surely are tales of action, of adventure, of love and life, which the children of several generations have found to their liking. We willingly put these books hallowed by our own memories before our children; for somehow the picturization of human frailty and sin seems less menacing to youthful morals in the setting and dignified prose of the nineteenth century.

Today there are also many excellent books published, especially for the "in-betweens" who are no longer children but are not quite adults—tales of adventure and romance, history and biography, "young novels." Offered a wide opportunity to choose among these, boys and girls are likely to take the bad with the good. Some of their reading will be trash, some will have real merit; but there will be hardly any danger that their selections will commit that most heinous offense of being "childish." And at this age all is grist that comes to the mill; wide reading is a kind of vicarious experience to which youth has a right.

But when we come to contemporary pictures of adult life we hesitate lest these, perhaps, come nearer home. Better than forbidding, or concealing, or even than inviting free range among our shelves is an interested but not insistent guidance. We can help our growing children to discover, among contemporary adult books, those which have a valid appeal to their maturing interests, and to recognize those which have not.

To remind us of the old titles, as well as to help us find the best among the new, both juvenile and adult, *Books for Young People* performs a real service. As with any listing, one wonders here at certain omissions; possibly the wide and variegated audience to which it is addressed makes it necessary for the Committee to choose rather carefully, particularly in the field of current fiction. But on the whole its selections are not only sound but exciting. Its attractive format and appealing arrangement add much to its value. Such groupings as "Tall Tales," "Tales Without Dimension," "Looking Backward," "Girls' Stories," "Science," and especially sports are bound to intrigue the young reader's imagination and lead him on to make further discoveries of his own. J. F.

* *Books for Young People* may be secured for ac from any branch of the New York Public Library or by mail from the Main Library at 476 Fifth Avenue.

In the Magazines

The Alleged Overpopulation of the College. By Robert L. Kelly. *Occupations*, December, 1934.

The author discusses academic overpopulation, and after considering the variety of colleges, and "their not exactly impetuous adaptation to individual differences," concludes that there should be more well qualified students and a better adjustment of college programs.

What Will They Be When They Grow Up? By Grace Batchelder. *The Parents' Magazine*, January, 1935.

Examinations and plans for young people should be made two or three years prior to the time they expect to enter industry. Parents should encourage a responsible and mature attitude toward work in their children. Not only intellectual capacities but social and moral qualities and temperamental preferences should be considered. There are already certain established bureaus of vocational guidance in the United States, but there is still need for better coordination of community resources to put young people in touch with business or professional men in the vocations for which the former show aptitudes.

Progressive Education, December, 1934. Entire issue.

The entire issue is devoted to the topic "Mental Health in the School." Among the contributors is T. Wingate Todd, who writes on The Growing-Up Pattern, differentiating between growth and growing-up, or maturation. Lois B. Murphy contributes an article on When School Records Display Insight. She believes the best guide to the teacher is the answer to the question, "Which of the things I know about the child would be really needed by any other teacher who attempted to help him grow up?"

The Home and Social Attitudes. By Sidonie M. Gruenberg. *International Journal of Religious Education*, January, 1935.

The home is "a continuity of relationships, a unifying and coordinating agency for all of the child's experiences." Everything he does and sees outside "is in the last analysis interpreted under the psychological domination of the home pattern. Therein

lies the peculiar significance of the home as the builder of personality."

Can Study Groups Lead Parents to a Better Emotional Adjustment? By Meta L. Douglas. *Mental Hygiene*, October, 1934.

This detailed discussion of the function of a group leader ends with the conclusion that a member of a study group should be made to feel "within herself a greater adequacy to meet and deal with her own problems."

The Value of Nursery School Experience for Teachers in Other Fields. By Dorothy W. Baruch. *Childhood Education*, January, 1935.

The chief values of nursery school experience for teachers in other grades are: gains in ability to see more in any situation, power to base judgments on objective data rather than on emotionally tinged recollections, assistance in seeing one's own teaching in a clearer light, and knowledge of the value of placing emphasis on the whole child and on family relationships as dynamic factors in development.

How Children Are Learning to Read. By Lydia Kaemmerer Gerhardt. *The Parents' Magazine*, January, 1935.

An experienced primary teacher gives a detailed and clear account of the modern method of teaching children to read.

The South in Books for Children. By Rose B. Knox. *Wilson Bulletin for Librarians*, January, 1935.

A comprehensive, authoritative, and critical survey of children's books with Southern settings from 1852-1934. Miss Knox, who is herself a Southern author of excellent books for children, does not hesitate to condemn as well as praise the books she discusses. Her list is interesting as well as very useful.

The Radio an Asset in the Home. By Armilda Brome Keiser. *First Steps in Christian Nurture*, January-March, 1935.

An account of how one mother is teaching her three small sons to discriminate in their choice of radio programs.

News and Notes

A new series of Unit Groups—on Character Development; Sex Education; Community Influences on the Child's Development; and Common Problems Related to Discipline—will be offered by the Child Study Association, beginning the week of February 11. The topics have been selected on the basis of requests from members of regular study groups and of other individual parents. Each Unit consists of four weekly meetings under staff leadership, and offers parents an opportunity for special study of aspects of child training in which they are particularly interested. The group on Character Development will consider the child in relation to the home, as well as to outside forces, and stress particularly the parents' role throughout childhood and adolescence. That on Sex Education will discuss the newer trends in this field and attempt to give the parent a basis of authoritative knowledge and of sound emotional attitudes. Among Community Influences on the Child's Development will be included the school, "gangs," friendships, movies, the radio, and others. The Common Problems of Childhood to be discussed will be those centering chiefly around discipline. For dates of these meetings, consult the calendar. A more detailed program will be sent upon request to the Study Group Department.

Psychoanalysis and Social Work A special seminar for social workers will be given on ten successive Thursdays, beginning February 7 at 8:30 p.m., under the auspices of the New York Psychoanalytic Institute. The topic of the seminar is The Utilization of Psychoanalytic Viewpoints in Social Case Work, and its aim is to present selected case work material from the point of view of psychoanalysis. Each case will be evaluated from the point of view of the psychoanalytic factors in the situation; this evaluation will be followed by discussion of more or less generally valid methods of handling each individual case. The emphasis will be placed upon relating theoretical knowledge to actual field experience, so that it can be used in meeting practical problems. The role of the social worker in relation to the client

will be given special consideration. The entire seminar will be under the direction of Dr. Adolph Stern. For further information, consult the Executive Director of the New York Psychoanalytic Institute, 324 West 86th Street, New York.

Chicago Conference The Chicago Association for Child Study and Parent Education announces that a conference on Practical Aspects of Progressive Education will be held jointly by the Association and the Progressive Education Association, February 8 and 9 at the Palmer House.

Vocational Guidance at Work Guidance at Work is the theme of the National Vocational Guidance Association's Twentieth Annual Convention which will be held in Atlantic City, February 20 to 23. The purpose of this convention is to present practical demonstrations and discussion groups dealing with the problems which counselors in schools, colleges, social service agencies, and industrial establishments actually face. Organizations which will hold special meetings at the same time and will cooperate in the general sessions held under the National Vocational Guidance Association include: American College Personnel Association, Institute of Women's Professional Relations, National Association of Deans of Women, National Federation of Bureaus of Occupations, Personnel Research Federation, Southern Woman's Educational Alliance, and Teachers College Personnel Association.

National Commission on Youth Problems Proposed Believing that "a hopeless, despairing generation of youth is a threat to sound national development, and that the welfare of youth deserves a place in all plans of social reconstruction," the National Conference on Youth Problems, called last summer by the United States Commissioner of Education, has recommended the establishment of a National Commission on Youth Problems to bridge the widening gap between the completion of school and employ-

ment. At least one-third of its members should be young people under thirty.

Since most of our emphasis, in both education and leisure activities, is now concentrated on the needs of children under sixteen, the conference also outlined a program to meet the needs of these millions of young men and women of from sixteen to twenty-five years of age who are both out of school and out of work. While it must be remembered that this whole project has not yet become a reality, it is encouraging to find a government-sponsored program with such a broad social vision. Some of its recommendations are:

The spirit of self-help and responsibility should dominate all programs instituted for youth.

In order to conserve for society the potential contributions of young people, to prevent their too early entrance into the labor market, and to bring back into the schools a large number of unemployed youth a broad school curriculum should be developed. It should be organized to provide activities suited to individual needs and interests and should abolish grade-grouping, marks, and other artificial incentives to learning. It should make use not only of first-hand experiences and such aid as books, but also of newer media, such as the radio, the phonograph, and motion pictures. It should also include genuine participation in the social and productive life of the community outside the school.

Well organized civic agencies must be provided for helping youth to secure both up-to-date and reliable information about occupations, facilities for education and recreation, and social and economic life; and also help in securing and adjusting to a job.

Activities to counteract or successfully compete with the deleterious commercialized activities that now take up so much of the leisure time of youth should be developed; concerted effort should be made to have these commercialized activities serve more wholesome purposes.

There should be fewer "parlor parks" and more parks for use. Provision needs to be made for lighting play courts in parks so that they may be used for games and sports at night.

Summer camp opportunities for groups not now served, including girls, should be available, as well as travel facilities for youth under supervision.

The existing educational program should be extended to provide work camps for older youths. They may engage in such seasonal enterprises as agriculture; emergency aid in control of fire, flood, or pesti-

lence; sanitary measures, such as draining of swamps; eradication of plant, animal, or insect pests; civic beautification, and developing recreation facilities.

If the period of education is to be prolonged beyond the point when the economic urge begins to be strong within the youth, and also when parents are commonly unable to support children in school, learners should receive a subsistence wage. In such a program, both through their participation in active community life and through further preparation for greater social, economic, and civic helpfulness, youths are performing a service to the state. They should be paid accordingly, just as military training is today subsidized.

Training for Business

(Continued from page 138)

mon to all three? What are the special advantages or disadvantages of each? In finance, the type of company with which I am connected does business of upward of a billion dollars in the United States. I have still to find the college graduate to whom even the name of our form of financing is, shall I say, as familiar as Greek! *

To these three I add two questions of a more general nature: First, what are the implications of the social reforms which are coming to be so closely associated with the program of the present federal administration? How will they affect the tax problems which business must meet? How do they affect the relation between the business man and his employee? Second, what will be the impact upon individual business of the entry of the federal government into fields paralleling those formerly reserved to individual business management, even though such entry does not involve direct competition?

With policies and conditions eternally shifting, I do not assume there will be or that there can be any definitive replies to these questions. I do believe, however, that the college graduate should develop an active curiosity into these far-reaching problems.

Business needs the college-trained youth. It must formulate its own educational procedure so that it may most accurately and effectively develop the skills and the equipment it requires. It asks that the college produce in its graduates material responsive to the training which business must give.

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College Training for the Woman of Tomorrow

(Continued from page 140)

individual work more effective. This is, of course, expensive. But has mass production in education, in the long run, proved cheap?

This has developed into a discussion of the problem of the education of the college student rather than of the college girl, because an educational experience which consistently takes into account individual differences provides within itself the necessary opportunities for adjustment to sex differences. If it is carried out in terms of an understanding of the world today, including as much background material as this demands, and with a faculty keenly alive to social responsibilities, the college may have made some contributions toward the solution of the question of a preparation for effective individual and social living. It is, at least, an experiment in a more elastic and possibly more realistic approach to training, for an era about which we cannot make many predictions—except that it can be best approached by gaining as much knowledge and experience as possible.

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The Editors' Page



GUIDANCE may be either a philosophy or a catchword. It may express a deep-lying conception of the processes of human development or a missionary zeal for regimentation. It may be a means of implementing the "evil works of fastidiously bigoted school teachers" (phrase from Frank Swinnerton) or it may be a way of life for educators. It may soar in the stratosphere of character and culture or wallow in crass utilitarianism. Some say it is individualized education, others that it is education itself. Still others assert that it is rightful heir to a long line of shibboleths, stemming from Froebel and culminating in Dewey. It is a word that attracts to itself important adjectives like moral, social, physical, mental, educational, and, most commonly of all, vocational.

IN POINT of fact, guidance historically earned its right to a place in educational thinking through its association with vocations. It connoted choice of a life work, orientation in the field of occupations, decision in an economic situation. It provided a chart, a guidebook for exploration in a confusing environment. It aided the individual in a complex society. It was the first groping for release from the thralldom of competition in a surplus economy. In its vocational sense guidance takes on a maximum meaning, at least for the child. Health and morals are vague, even undesirable goals in the eyes of many children; but they all understand the necessity for a job that will sustain life, and, incidentally, health and morals. During adolescence it is a powerful motive which is utilitarian only in the sense that it is useful. So, vocational guidance becomes a powerful aid to educational guidance.

ALL the world—from fascist to communist—agrees that the individual must adapt himself to society and that society must be organized in the interest of the individual. But a goodly part of the world has conflicting ideas as to the meaning of "adaptation" and of "the interest of the individual." Only where social control provides for freedom, along with equitable occupational opportunity, can guidance be effective. It is inherent in such a society.

Franklin K. M. [Signature]

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VOCATIONAL GUIDANCE—TOWARD WHAT?

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THE FORECAST FOR APRIL: Summer Activities—This issue will be based on descriptions of the summer activities offered children and young people by national organizations, including the National Recreation Association, the Young Men's Christian Association, the Young Women's Christian Association, the Jewish Welfare Board, Boy Scouts, Girl Scouts, and others.

The purpose of this issue is: first, to inform parents of the many kinds of summer activities which are now being offered, in order that they may plan more wisely for their children's holidays; and, second, to make them aware of the gaps in summer opportunities and of the ways in which they can most helpfully cooperate with interested organizations.

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